

Reading First Overview

January 8th and 9th 2003

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Idaho Reading Indicator Results

Fall 2002



Status of the IRI

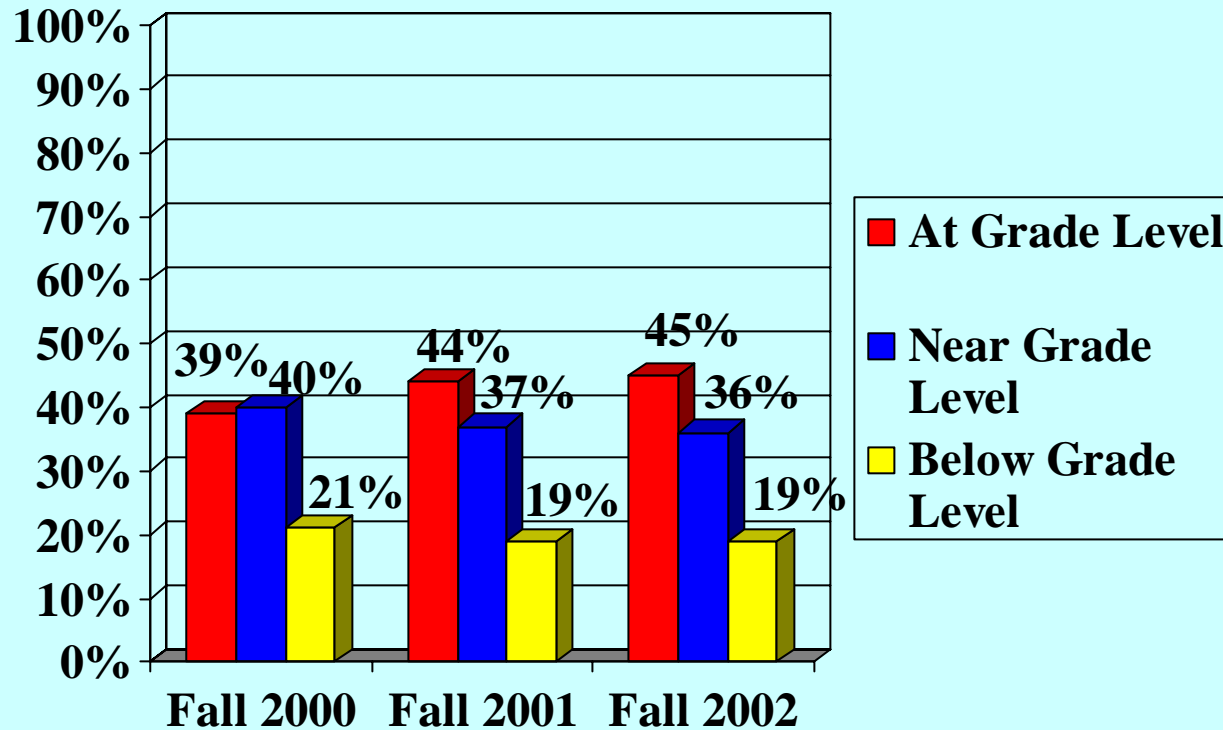
- 1999-2000 Pilot Year
- 2000-2001 Benchmark Year
- 2001 – 2003 Using Data to Inform Practice

The scores are going up!

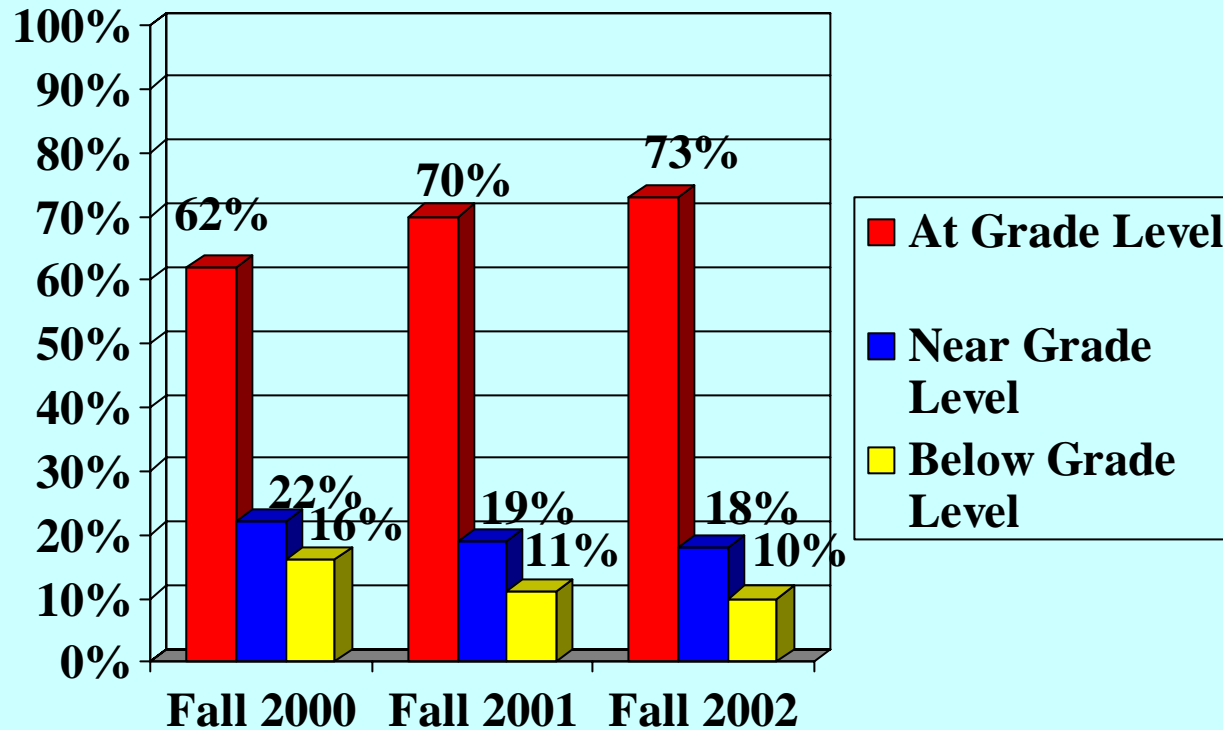


- In the fall of 2002 we have 2,015 more students scoring on grade level.
- A 5% increase over fall 2001.

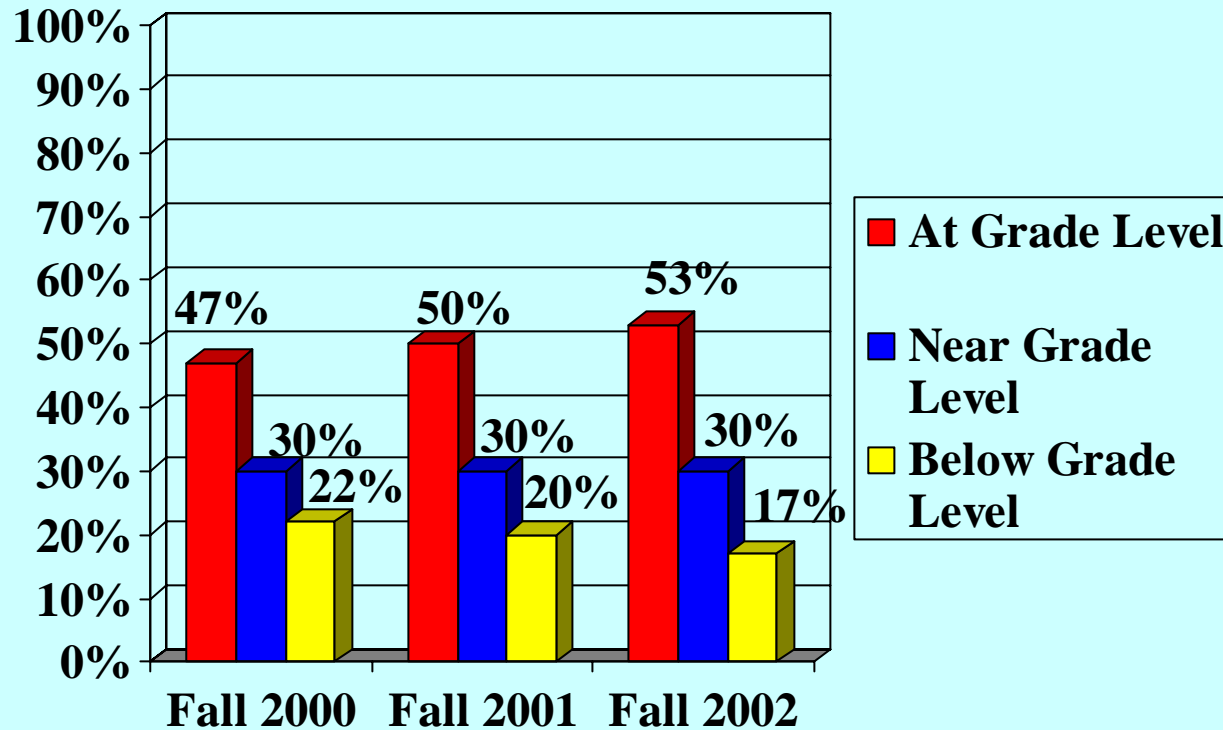
Kindergarten Fall 2000-Fall 2002



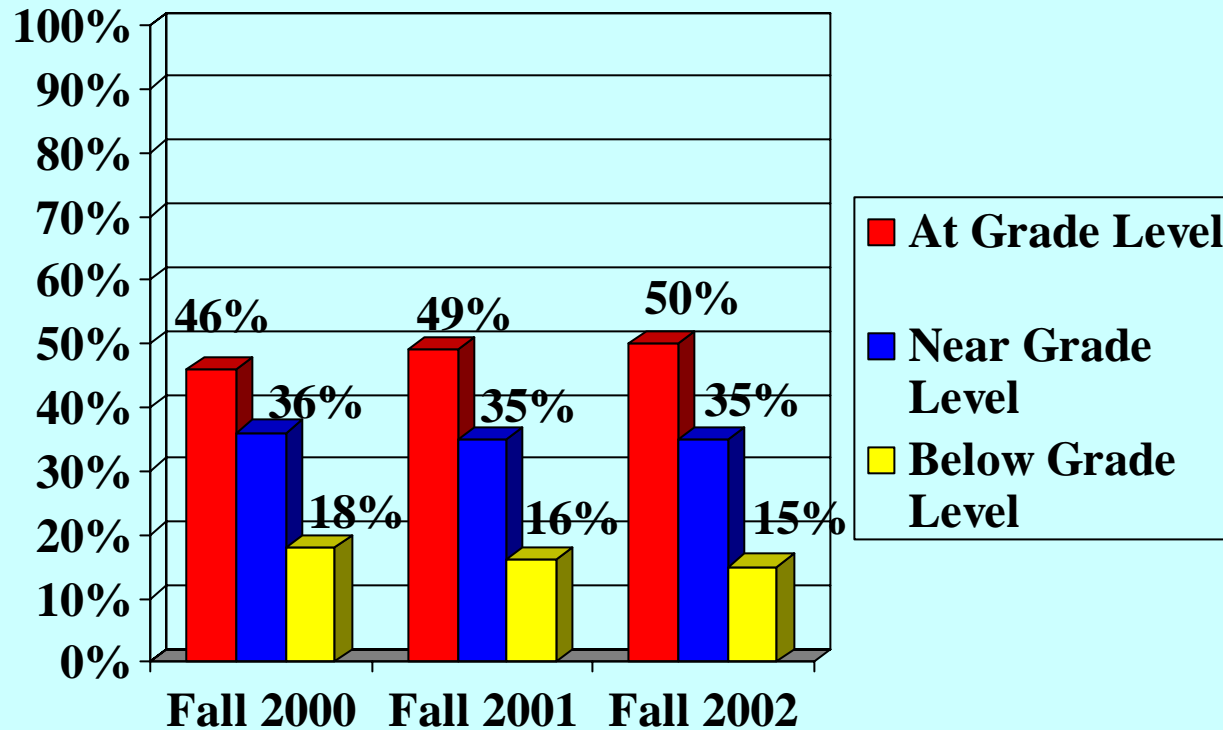
First Grade Fall 2000-Fall 2002



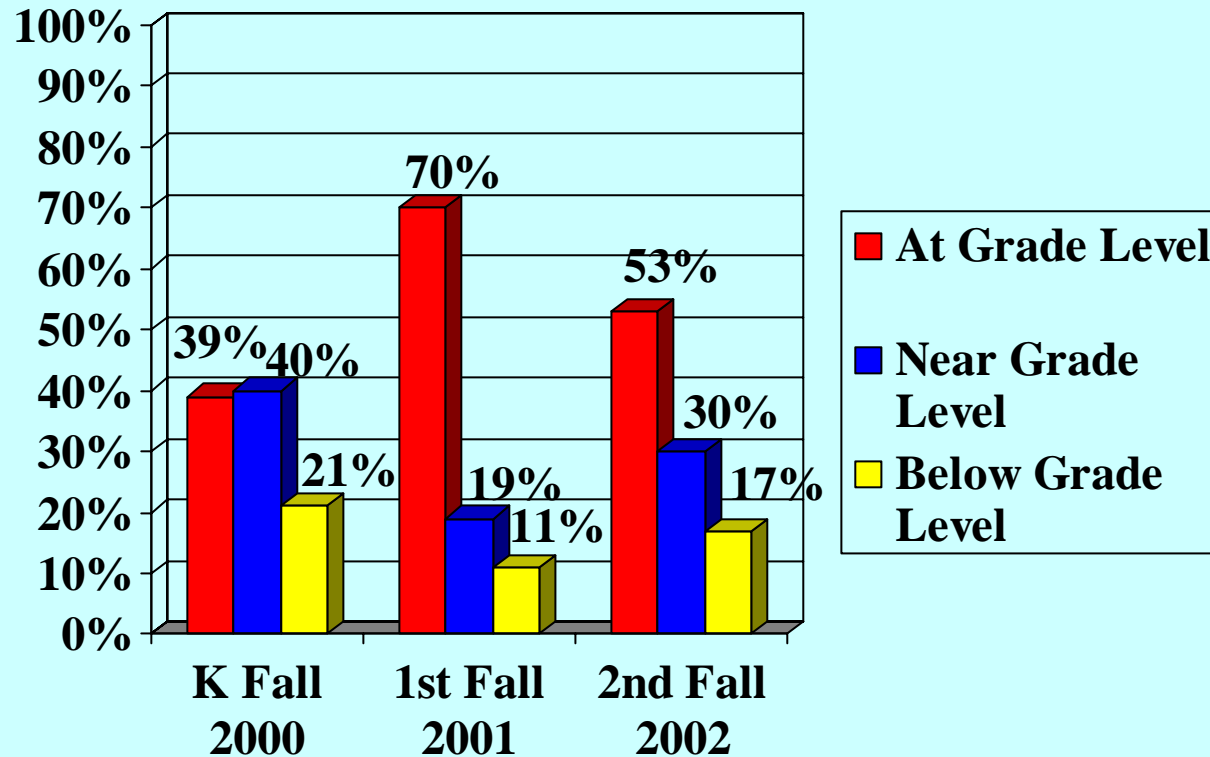
Second Grade Fall 2000-Fall 2002



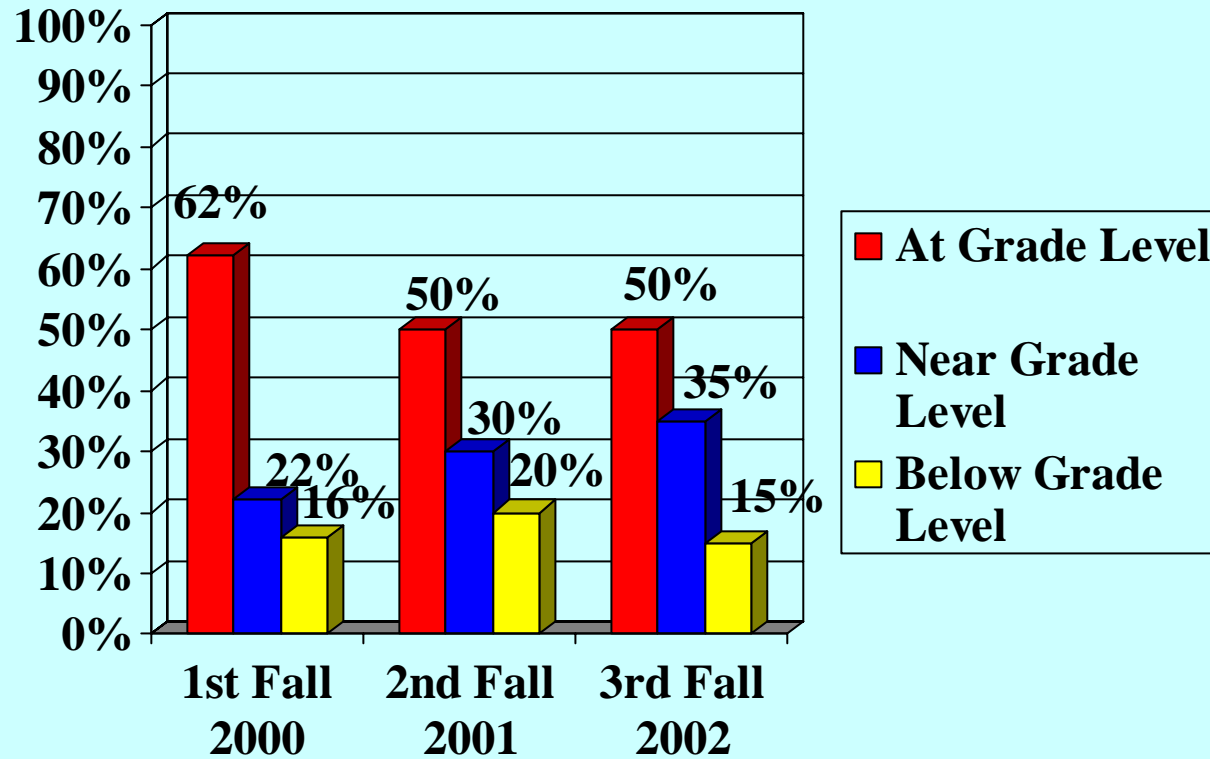
Third Grade Fall 2000-Fall 2002



Kindergarten - Second Grade Fall 2000- Fall 2002 Cohort

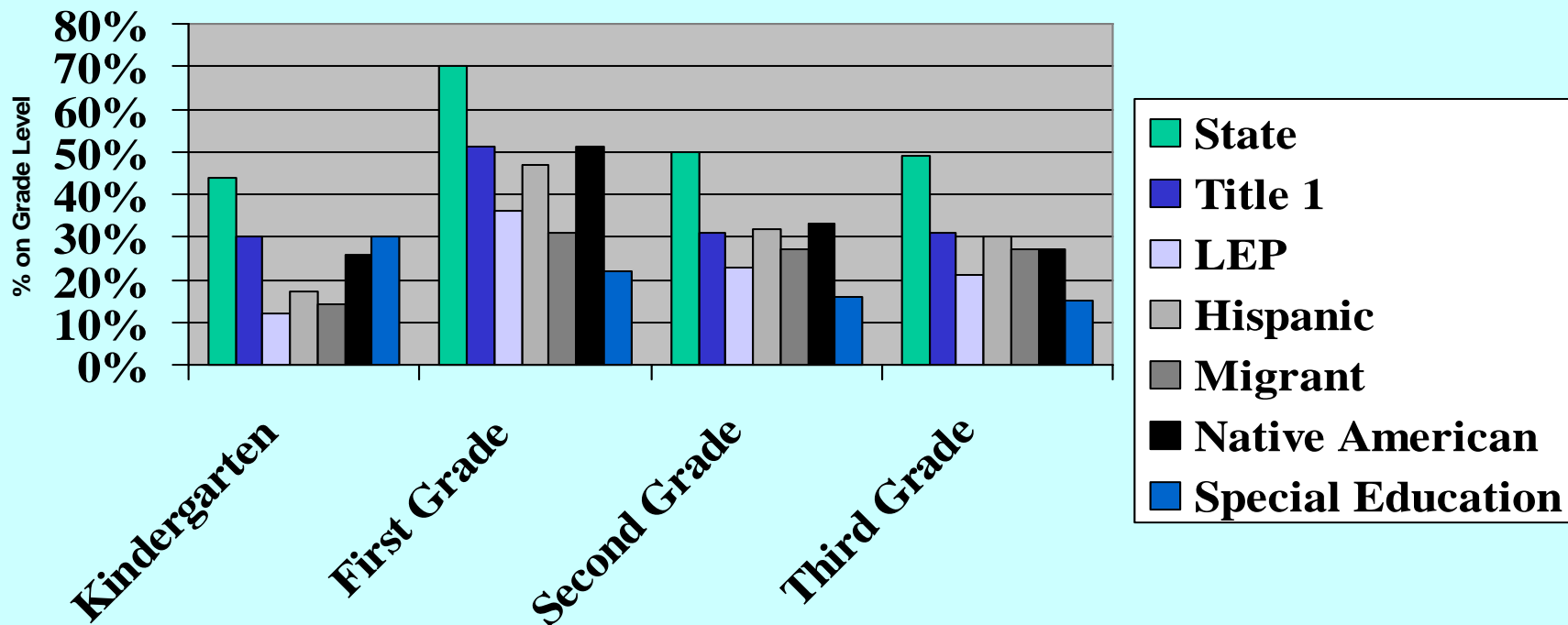


First Grade - Third Grade Fall 2000-Fall 2002 Cohort



Demographic Breakdown

IRI Results - Fall 2001



Cornerstone of Reading First Student Achievement

Improve Reading Achievement for All Students

- Rural Poor
- Title 1
- Limited English Proficient
- Hispanic
- Migrant
- Native American
- Special Education

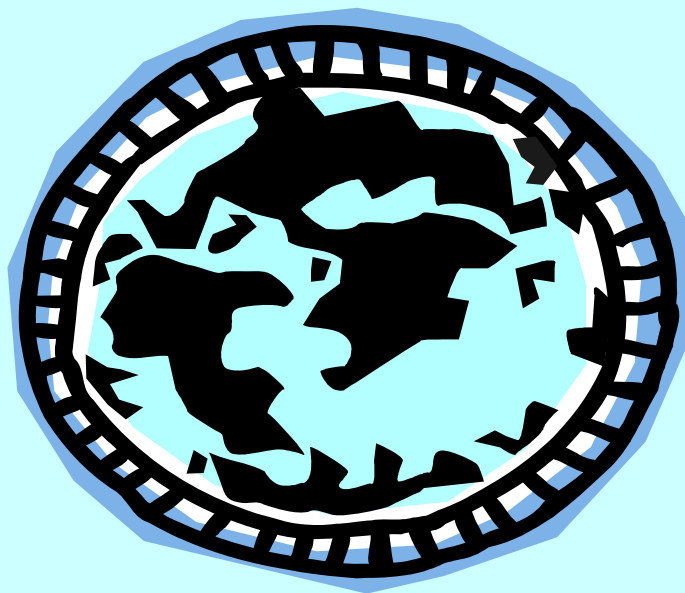
Title 1

Among the entire population of children who scored below grade level on the IRI, forty-two percent also qualify for Title 1 Services



LEP Students

The number of LEP students in Idaho has increased by sixty-two percent since the 1990-1991 school year.



Hispanic Students

Between 1990 –2000 Idaho's Hispanic population increased 92.1 percent

92.1%

Migrant Students

Local district must address the issues of mobility, geography, English language learning, poverty and reading achievement.



Native American Students

Native American students are not reaching the state's goal for reading achievement



Special Education

The state's ability to meet the needs of children with disabilities in the area of reading achievement remains a critical issue.



Selection Criteria for Reading First



Central Themes

- Leadership
- Professional Development for all K-3 Educators
- Researched Based Curricular Materials
- Ongoing Progress Monitoring
- Immediate, Intensive, Intervention

Allocation of Resources

- \$150,000 – under 500 K-3 students
 - \$200,000 – 500 – 1,000 K-3 students
 - \$300,000 – 1,000+ K-3 Students
-
- 100% 2003
 - 80% 2004
 - 50% 2005

Leadership

- Principals from Reading First Schools will attend a Leadership for Literacy Academy
- Three days – June 24th-26th
- CORE Training
- Four Calibration Visits during the school year.

Reading Specialist in each RF school

Research clearly indicates the effectiveness of
having an in-school specialist.

Preventing Reading Difficulties in Young Children, 1998

Reading Specialist

- Selected by the school/district
- Attend five day Coaching Institute
- Participate in Four Calibration Visits
- Monthly Meetings of all RF Specialists
- Web based discussion board

Professional Development for all Faculty

- Grade Level Reading Academies
- Program Specific Training
- Additional Technical Assistance
- Access to Ongoing Professional Development

Research Based Curricular Materials

Schools may use Reading First Funds to purchase a comprehensive reading program, that meets the federal guidelines of SBRR

Ongoing Progress Monitoring

- The IRI tri-annual administration
- The Texas Primary Reading Indicator
- Program specific Progress Monitoring

An aligned intervention program

- For students who are not making adequate progress they need – *iii*.
 - Immediate
 - Intensive
 - Intervention

Reading First Will...

- Provide direct funding to local districts to be used to:
 - Support a Reading Specialist
 - Purchase Research Based Curricular Materials
 - Implement an aligned intervention program
 - Provide additional professional development

Reading First Will...

- Allow the State Department of Education to hire three additional Reading Specialists
- Provide funding to continue our K-3 Grade Level Academies
- Work with nationally recognized reading researchers and professional development providers